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ABSTRACT

The teaching guidelines, presented as working papers, are related to the training of preschool assistants, child development center assistants, early childhood assistants, and preschool children's assistants. Content, learning experiences, and resources included are based on an analysis of tasks that workers perform in working with young children. Teaching units deal with child development background, learning experiences for young children, routine activities, food, equipment and facilities, emergency procedures, and an orientation to the career aspects of child care occupations (employee qualities and opportunities, obtaining a job, and job ethics). Each unit categorizes unit objectives, knowledge level, learning experiences, and resources for learning. Additional references of books, pamphlets/bulletins, and films/filmstrips are included in the appendix. (EA)

Guidelines for Teaching:

Preschool Assistant Child Development Center Assistant Early Childhood Assistant Preschool Children's Assistant

**State of Washington
Coordinating Council for Occupational Education
Home and Family Life Section
Olympia
1972**

OVERVIEW

Guidelines for Teaching:

- Preschool Assistant
- Child Development Center Assistant
- Early Childhood Assistant
- Preschool Children's Assistant

These guidelines are presented as working papers. The content, learning experiences, and resources included are based on an analysis of tasks workers perform in working with young children. The learning experiences demand that groups of young children be available for observation.

In the "Resources for Learning" column, bulletins and pamphlets are numbered, and films and film-strips are lettered. The numbers and letters indicate sources listed in the appendix, pages 41-45. Complete references for books will be found in the appendix, Page 39.

As you use these, we urge you to make note of changes and/or additions so that they may be incorporated into the next edition. Send your suggestions for changes to Marianne Andrews, 216 Old Capitol Building, Olympia, Washington 98504.

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OUTLINE OF COURSE CONTENT FOR THE:

Preschool Assistant
Child Development Center Assistant
Early Childhood Assistant
Preschool Children's Assistant

Introduction to Working with Young Children

Survey of programs for children
Personal characteristics of people who work with children
On-the-job activities

Growth and Development of Young Children

Observation - method of learning about children
Physical and motor
Social
Emotional
Intellectual
Personality

Routine Activities

Eating
Personal cleanliness
Resting
Toileting
Clothing

Guiding Children's Behavior

Awareness of own reactions to children's behavior
Causes of children's behavior
Teaching techniques:
Affection, warmth, and approval
Positive statements
Voice

Goal of guidance:
Achieving independence
Controlling own behavior
Special guidance problems

Learning Experiences for Young Children

Criteria for selection and presentation of:
Stories and poetry
Art
Music
Science
Trips or excursions
Creative or dramatic play

Food preparation
Contribution of activities to growth and development
Preparation of environment
Arrangement of equipment and materials
Indoor
Outdoor
Role of the adult in guiding learning experiences
Schedules
Planning daily activities
Schedule
Assisting teacher with daily planning

Food for Children

Menus and nutrition
Food preparation
Food service
Meal clean up

Maintaining Equipment and Facilities

Cleaning in a child development center
Storage in a child care center
Minor repairs
Sanitation and safety

Meeting Emergencies

Recognizing illness and other emergencies
Procedures for meeting illness and other emergencies

Orientation to the World of Work

Qualities of a good employee
Employment opportunities
Job application
References
Interviews
Ethics
Employee-employer relationships
Employee-employee relationships
Employee-parent relationships
Treatment of confidential information
Laws affecting the job

| Course for | | Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst. |
|--|---|--|
| Unit 1 | Introduction to Working with Young Children | Approximate Time for Unit |
| Objective of Unit | The student will become aware of the places and ways where the needs of young children are met. The student will be better able to identify characteristics of persons who work with young children. | |
| BIG IDEAS (What He Must Know) | LEARNING EXPERIENCES | RESOURCES FOR LEARNING |
| Programs for young children | <p>View filmstrip, "Nursery School, A Planned Program for Three- and Four-Year-Old Children," with recording.</p> <p>Take field trip to see places where children are in groups away from home.</p> | <p>Filmstrip: "Nursery School, A Planned Program for Three- and Four-Year-Old Children." (A)</p> <p>Headstart Program</p> <p>Nursery Schools</p> <p>Day Care Centers</p> <p>Nurseries</p> <p>Foster Homes</p> <p>Kindergartens</p> |
| | <p>Listen to person in charge of groups of children describe a "typical day" in her program.</p> | <p><u>Essentials of Nursery Education</u>, NAEYC. (13)</p> |
| On-the-job activities | <p>Interview a child-care worker to analyze her job.</p> <p>Write a simple job analysis indicating:</p> <ol style="list-style-type: none"> What she does on job Equipment she uses on job What she needs to know to do the job | <p>Child-care worker</p> <p>Job analysis</p> |
| Personal characteristics of persons who work with children | <p>Use job analysis, plus selected readings to prepare a list of desirable personal qualities and attitudes needed for working with children.</p> | <p>Preschool Guide. (5)</p> |
| | <p>List characteristics of worker observed in film.</p> | <p>Film: "It's a Small World." (B)</p> |

**Personal characteristics of
persons who work with
children (Cont.)**

Compile a list of techniques to make acquaintance of children.

Observation of Children in a
Home Economics Program (1)
Shuey, Woods and Young,
Learning About Children.

Smart and Smart, Living and
Learning with Children.

Brisbane, The Developing
Child.

Compile master list of qualities--health, emotional behavior, appearance, communication skills--needed by a person who works with children.

Day Care Center Director or
Nursery School Supervisor

Listen to talk by day care director or supervisor of children to discover the need for developing a professional attitude toward the child and his family.

Review supervisor's "big ideas" by written summary.

Evaluate self in terms of qualities needed to be an effective worker with young children.

| Course for | Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst. | Approximate Time for Unit |
|---|---|--|
| Unit II | Growth and Development of Young Children | Approximate Time for Unit |
| Objective of Unit | The student will be better able to identify and analyze the developmental growth characteristics of young children. | |
| BIG IDEAS (What We Must Know) | LEARNING EXPERIENCES | RESOURCES FOR LEARNING |
| Uniqueness of individuals | <p>Check ages at which people in your family stood without help, crawled, walked, cut tooth, spoke first word, etc.</p> <p>Compare individuals within family for similarities and differences.</p> <p>Compare with classmates to note similarities and differences.</p> | <p><u>Nursery School Portfolio</u>, ACEI, Leaflet #1. (2)</p> <p>Baker, <u>Understanding and Guiding Young Children</u>.</p> <p>Brisbane, <u>The Developing Child</u>.</p> |
| Stages of development - Each individual will normally pass through each stage exhibiting traits that are characteristic of each stage. | <p>Read references on norms of development. List "big ideas" from reading.</p> | <p>Gesell and Ilg, <u>Child Development, An Introduction to the Study of Human Growth</u>. (Teacher Reference)</p> |
| Development | <ul style="list-style-type: none"> - follows a pattern - is continuous - proceeds from general to specific - is predictable - proceeds at different rates for different parts of the body | <p>View film. List "big ideas." Draw conclusions from film, readings, and student data.</p> |

Factors influencing development

Heredity
Environment

Define heredity and environment.

Read references to find examples of inherited characteristics and effects of environment on development.

Observation
Etiquette
Information needed to identify observation

Listen to teacher explanation guidelines for observing in a preschool group situation.

Hawkes and Pease, Behavior and Development from 5 to 12.
(Teacher Reference)

Observing and Recording the Behavior of Young Children.
(Teacher Reference) (6)

Physical and Motor Development
Changes in size and proportion:
Height
Weight
Relationship of body parts

From reading compare the physical development of children from 3 to 5 years old.

Make a check sheet for examining the physical development of a child at a definite age. Point out individual differences.

Your Child from One to Six.
(21)
Gesell and Ilg, Child Development, An Introduction to the Study of Human Growth.
(Teacher Reference)

Brisbane, The Developing Child.

Changes in complexity of physiological functioning
Gross to fine motor activities

Define gross and fine motor skills.

In 30-minute period, observe a child in free play. Keep record of time the child spends in gross and/or fine motor activities. Two students observe same child. Compare records. Discuss possible reasons for differences in records of same child.

Repeat experience with 3, 4, 5 year old. Compare findings.

Brisbane, The Developing Child.

Read references to find examples of inherited characteristics and effects of environment on development.

Listen to teacher explanation guidelines for observing in a preschool teacher.

Hawkes and Pease, Behavior and Development from 5 to 12.
(Teacher Reference)

Observing and Recording the Behavior of Young Children.
(Teacher Reference) (6)

Shuey, Woods, and Young, Learning About Children.

Your Child from One to Six.
(21)

Gesell and Ilg, Child Development, An Introduction to the Study of Human Growth.
(Teacher Reference)

Brisbane, The Developing Child.

Nursery School Portfolio,
ACEI. (2)

Gardner, Development in Early Childhood, The Preschool Years, p. 100 and 103.
(Teacher reference)

Stages in learning to:
Walk
Pick up objects
Talk
Control elimination functions

Physical and motor characteristics of each age

Fostering physical and motor development

Social Development
Stages in play:
Solitary
On-looker, watcher
Parallel
Associative
Cooperative

Observe a 3, 4, and 5 year old in specific motor activities; ie, running, walking, talking, picking up objects. Compare differences observed.

Develop chart of stages of learning to walk, talk, control of elimination functions, etc. Develop general statements relating to physical and motor development.

Observe teacher as she helps to foster physical and motor development. Interview teacher to find out how she helps to foster physical and motor development.

Define what is meant by social development.
Observe filmstrip or film. Record ways in which children are playing.
In preschool, look for examples of ways children are playing which were observed in the filmstrip.

Discuss observation records to identify and define stages of play.

Observe 3, 4, and 5 year olds in play situations. Record stages of play in which he engages and the amount of time in each one.

Social characteristics of each age

Develop chart of social characteristics of each age.

Gardner, Development in Early Childhood, The Preschool Years. (Teacher Reference)

Baker, The Nursery School--A Human Relationships Laboratory.

"Understanding Children's Play." (D)

Shuey, Woods, and Young, Learning About Children, Chapter 14.

Brisbane, The Developing Child.
Baker, Understanding and Guiding Young Children.

BIG IDEAS
(What He Must Know)

LEARNING EXPERIENCES

RESOURCES FOR LEARNING

Fostering social development

Observe teacher as she helps to foster social development.

Interview or have teacher tell how she helps to foster social development.

Emotional Development Patterns

Characteristics of each age

Define emotion and/or emotional development.

View film, "Children's Emotions."

Film: "Children's Emotions." (C)

Write a paragraph showing how children express the following emotions in the film: anger, curiosity, joy, fear, hate, jealousy.

Brisbane, The Developing Child.

Observe and list the emotional behavior displayed by the children.

Develop chart with pictures which show the pattern of emotional development.

View film, "Meeting Emotional Needs of Children."

Film: "Meeting Emotional Needs of Children." (D)

Listen to teacher tell how she helps to foster emotional development.

Observe teacher as she helps to foster emotional development.

Intellectual Development Patterns

Define: Intelligence

Sensory - touch, smell, taste, hearing

Labeling Concept formation
glob - concrete

dog - cocker spaniel

Define intelligence.

Brisbane, The Developing Child.

Read references on how children learn.

Gardner, Development in Early Childhood, The Preschool Years. (Teacher Reference)

Baker, Understanding and Guiding Young Children.

Discuss: What senses did the child use in learning about the materials?
Were the materials named by the child? by the teacher?
What did the child learn?

BIG IDEAS
(What He Must Know)

LEARNING EXPERIENCES

RESOURCES FOR LEARNING

Facets of Intellectual Development:
Memory
Attention Span
Problem Solving
Verbalization
Imagination
Curiosity

Fostering Intellectual Development

Personality Development Stages
Trust-onself
one's world
Autonomy-independence
Initiative-school years
Fostering Personality Development

By committees, observe for evidence of memory, length of attention span, problem solving ability, degree of verbalization, imagination, and curiosity in 3, 4, and 5 year olds.
Develop a visual to depict the characteristics of each age in the above facets of intellectual development.

Analyze the experiences of the preschool setting for the factors which foster intellectual development.

Define personality.

From reading, identify and list basic needs of individuals. Discuss how these needs can be met in families and in school or group situations.
Observe and record the ways in which children's needs are met in a group situation.

Role play situations in which personality development could be fostered. Student in the situation explain how teacher's response would or would not help to meet the person's needs.

View film, "A Long Time to Grow."

Formulate general statements about growth and development as depicted in the film and from learning experiences in this unit.

Film: "A Long Time to Grow," Part II. (D)

Baker, Understanding and Guiding Young Children.
Brisbane, The Developing Child.

Nursery School Portfolio,
ACEI, Leaflet #4. (2)

| | |
|-------------------|--|
| Course for | Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst. |
| Unit III | Learning Experiences for Young Children |
| Objective of Unit | The student will be better able to assist in selecting and presenting learning experiences for children. |

| BIG IDEAS (What He Must Know) | LEARNING EXPERIENCES | RESOURCES FOR LEARNING |
|---|--|--|
| <p>Criteria for selection and presentation of: Stories and poetry Art Music Science Play and play equipment</p> | <p>Read to find types of learning experiences needed by preschool children.</p> <p>Refer to developmental charts. (Refer to Unit II) Identify appropriate equipment and materials for 3, 4, and 5 year olds in the following areas: Stories and poetry Art Music Science Play Trips</p> <p>Watch children as they use equipment and materials to determine appropriateness for each age.</p> | <p><u>Preschool Guide.</u> (5)</p> <p><u>Baker, Understanding and Guiding Young Children.</u></p> <p><u>Brisbane, The Developing Child.</u></p> <p><u>Portable Workshop for Preschool Teachers.</u> (7)</p> <p><u>Let's Play Outdoors,</u> NAEYC. (13)</p> <p><u>Play, Children's Business,</u> ACEI. (2)</p> <p><u>Water, Sand and Mud as Play Materials,</u> NAEYC. (13)</p> <p><u>Trips in Early Childhood Education.</u> (3)</p> <p><u>What is Music for Young Children?,</u> NAEYC. (13)</p> <p><u>Science Experiences in Early Childhood Education.</u> (3)</p> <p><u>Science Experiences for Nursery School Children,</u> NAEYC. (13)</p> |

Young Children and Science,
ACEI. (2)

Art... For Children's Growing,
ACEI. (Teacher
Reference) (2)

Children's Drawings.
(Teacher Reference) (3)

Hartley and others, Under-
standing Children's
Play. (Teacher Reference)

Creative Dramatics, ACEI.
(Teacher Reference) (2)

The Art of Block Building.
(3)

Stories and poetry

Listen to librarian (or person who makes a specialty of telling stories to children) talk to class on selecting and telling stories to children.

Set up criteria for selecting books and telling stories.

Practice reading and telling stories appropriate for young children.

Arrange an exhibit of desirable books for children.

City and school library or traveling extension library.

Demonstrate ways to make stories interesting using pictures, finger plays, puppets, paper sack characters, pictures mounted on cardboard and flannel board.

| | | | | |
|---------------------|---|---|---|--|
| <p>Music</p> | <p>Listen to children's music or records. Set up character- istics of music or records appropriate for young children.</p> <p>Listen to speaker discuss effects of music on children.</p> <p>Develop ways in which children can react to music as: marching to music, somersaulting to music, being a train, dancing, etc.</p> <p>Read materials on rhythms, singing and simple musical instruments. Watch nursery school teacher guide rhythms, singing and use of simple musical instruments.</p> | <p>Children's records.</p> <p>Grade school music teacher.</p> <p>Response of children to music in observation.</p> <p>Smart and Smart, <u>Living and</u> <u>Learning with Children.</u></p> <p>Johnson, <u>Home Play for the</u> <u>Preschool Child.</u></p> <p>Johnson, <u>838 Ways to Amuse</u> <u>a Child.</u></p> <p>Recipes in <u>Preschool Guide</u>. (5)</p> | <p>Read and discuss children's learning through art activities.</p> <p>Observe such art experiences for young children as: easel painting, finger painting, soap painting, clay, play dough, crayons, chalk, working with wood, etc.</p> <p>Enumerate contributions of art experiences to children.</p> <p>Watch demonstration by teacher on uses of art materials.</p> <p>Discuss importance of the adult's attitudes in fostering a child's creativity.</p> <p>Develop and experiment with art materials.</p> | <p>Young Children and Science, ACEI. (2)</p> <p>Science Experiences in Early Childhood Education. (3)</p> <p>Science Experiences for Nursery School Children, NAEYC. (13)</p> <p>Read to identify kinds of science experiences appropriate for young children.</p> <p>Plan space for science center</p> <p>Plan science center where science related materials are provided for stimulation of interest and experiences.</p> <p>Learn how to care for these materials--plants, animals, etc.</p> |
|---------------------|---|---|---|--|

Science (Cont.)

Observe children in their use of science related materials.

Evaluate science center students planned.

Trips or Excursions

Plan a variety of excursions appropriate for 3, 4, and 5 year olds.

Select an excursion and help carry it out.

Evaluate the trip or excursion in terms of criteria for trips and children's reactions.

Replan a variety of excursions.

Trips in Early Childhood Education. (3)

Creative or Dramatic Play

From readings, discuss values of creative or dramatic play. (2)

Identify types of dramatic or creative play.

Plan and equip a housekeeping area for use by preschool children.

Observe and record children's use of this area.

Observe children in other creative or dramatic play situations; i.e., child's interpretation of music, stories, trips, past experiences, etc.

Preparation of Food

Watch a teacher as child helps her prepare food.

Make a plan for a child to help you prepare food.

Prepare food with children assisting at home, school, neighbors' homes. Report on experience to class members.

Contributions of activities to growth and development

Give talk on your understanding of the contributions of play to a child's growth. (each trainee)

Compare and discuss statements: "Play is a child's occupation;" "It was simple as child's play;" "Play is the work of children."

Summarize through discussion of typical activities for different stages of development.

Preparation of Environment
Arrangement of Equipment
and materials

Indoor
Outdoor

Read to find ideas for arranging equipment and materials in space available.

Analyze several rooms arranged for use by preschool children.

Use of space
Safety
Traffic patterns

Arrange rooms with equipment and materials for use of preschool children.

Space, Arrangement, Beauty
in School, ACEI. (2)

Nursery School Settings--
Invitation to What?,
NAEYC. (13)

Space for Play, The Youngest
Children. (Teacher Refer-
ence) (26)

Let's Play Outdoors, NAEYC.
(13)

Role of the Adult in
Guiding Learning Experi-
ences

Baker, The Nursery School--
A Human Relationships
Laboratory.

Baker, Understanding and
Guiding Young Children.

Suggest the contribution of the adult in guiding learning experiences.

Discuss safety precautions in use of equipment and materials.

Formulate points to remember in guiding indoor and outdoor activities.

Role Play situation: Teacher explains to new assistant the guidelines for use of indoor and outdoor equipment.

Planning Daily Activities
Schedules

Listen to teacher explain need for schedules.

Plan daily schedule for a group of preschool children.

Panel of preschool teachers discuss schedules in their preschool groups.

Assisting with daily planning

Observe children using materials and equipment. Note what is used and how. Report observation to teacher to use in making decisions about activities for the following day.

Starting to School. (9)

Baker, The Nursery School--A Human Relationships Laboratory. (Teacher Reference)

Portable Workshop for Preschool Teachers, Leaflet #1. (7)

Cross, Enjoying Family Living.

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit IV **Routine Activities of Children**

Objective of Unit The student will be better able to guide children in routine activities.

| Approximate Time for Unit | | RESOURCES FOR LEARNING |
|----------------------------------|--|---|
| BIG IDEAS (What He Must Know) | LEARNING EXPERIENCES | |
| Eating | <p>List factors which affect a child's eating practices.</p> <p>List factors involved in changing eating patterns.</p> | <p><u>Smart and Smart, Living and Learning with Children.</u></p> <p>Film: "Why Won't Tommy Eat." (F)</p> <p><u>Eating Problems of Children.</u> (15)</p> |
| | | <p><u>Spock and Lowenberg, Feeding Your Baby and Child.</u></p> <p>Observe and record eating practices of 3, 4, and 5 year olds.</p> <p>Observe child participation in serving food and clearing table.</p> |
| | | <p>Observation check sheet</p> <p><u>Observation of Children in a Home Economics Program.</u> (1)</p> <p><u>Preschool Guide.</u> (5)</p> <p>Report value of child self-help in eating.</p> <p>Compile suggestions for helping a child learn to help himself while eating.</p> |
| | | <p>Nursery school work experience, baby sitting work experience, high school play-school work experience.</p> <p><u>Baker, Understanding and Guiding Young Children.</u></p> <p>From reading make notes on important points regarding sanitary practices.</p> |
| | | <p>Personal Cleanliness</p> |

Observe someone guiding a child in personal cleanliness practices (washing hands and face, bathing, brushing teeth).

Practice guiding a child in personal cleanliness needs.

Examine philosophies of degree of cleanliness needed by children.

Resting

Hurlock, Child Growth and Development, p. 185-186

Shuey, Woods and Young, Learning About Children, p. 196.

Compare sleep needs of different children.
Discuss effect of insufficient sleep.

Enumerate conditions conducive to rest.

Collect and practice ideas which set the stage for quiet times.

Observe people getting children to rest. Describe incidents observed or experiences in putting children down to rest.

Role play demonstration of child's feelings and reactions about various methods of preparing for bedtime or rest.

In groups, develop workable procedures for assistant to use when setting the stage for rest.

Toileting

Read to find important points regarding toileting.

Observe someone guiding a child toileting.

Practice assisting a child with toileting.

Spock, Baby and Child Care, pp. 168-171, 245-260.

Smart and Smart, Living and Learning with Children, p. 15-24.

BIG IDEAS
(What He Must Know)

LEARNING EXPERIENCES

RESOURCES FOR LEARNING

Toileting (Cont.)

Baker, Understanding and Guiding Young Children.
Brisbane, The Developing Child.

Clothing

From readings, write what can be expected from a child in dressing himself.

Observe someone as they guide a child in dressing or undressing.

Guide a child in dressing and/or undressing.

Observe children's dress in relation to weather conditions, season of year, and ease of manipulation.

Conduct "buzz session" on "What is appropriate dress for optimum health?"

Identify ways of fostering the attitude of caring for belongings.

Nursery school.

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.
 Unit V Guiding Children's Behavior
 Approximate Time for Unit _____

Objective of Unit The student will be better able to assist in guiding children's behavior.

| BIG IDEAS (What He Must Know) | LEARNING EXPERIENCES | RESOURCES FOR LEARNING |
|--|--|--|
| <p>Goal of guidance-- Achieving independence Achieving internal control of own behavior</p> | <p>Read reference on goal of guidance.</p> <p>Discuss "big ideas" from reading, i.e.,</p> <ul style="list-style-type: none"> - gentle but firm treatment gives a child security. - calm, gentle handling provides security. - approval fosters values. - positive statements give direction. <p>Dramatize "guidance situations" in which children are helped or hindered in developing confidence.</p> <p>"Sally spills milk at every meal." "Bruce can't get his wagon through the door," etc.</p> | <p><u>Nursery School Portfolio</u>, ACEI, Leaflet #6. (2)</p> <p><u>Good Ways to Guide Your Child's Behavior</u>. (11)</p> <p>Teacher prepared guidance situations.</p> <p>Analyze the "guidance situations."</p> <ul style="list-style-type: none"> - Which were positive and growing situations? - What did the adult or older child do to "build up" the child? - What were the positive statements that would help the child? - Why would _____ feel less than equal? <p>Identify how you were helped to become independent and to control your own behavior. (physical punishment vs. other type of guidance)</p> <p>Make written summary statements on the goal of guidance.</p> <p><u>Smart and Smart, Living and Learning with Children.</u></p> <p><u>Understanding Children's Behavior</u>. (Teacher Reference) (6)</p> |

Awareness of own reactions to children's behavior

1. Destruction of equipment
2. Physical abuse of other children
3. Verbal negativism
4. Using materials in an unexpected way
5. Desire to try experience beyond capabilities

React as to what the adult in the case should do and give reasons.

Compare differences in reactions and compare reasons.
(Refer to section including observation techniques.)

Study case situations of children's behavior involving:

1. Destruction of equipment
2. Physical abuse of other children
3. Verbal negativism
4. Using materials in an unexpected way
5. Desire to try experience beyond capabilities

React as to what the adult in the case should do and give reasons.

Compare differences in reactions and compare reasons.
(Refer to section including observation techniques.)

Teacher prepared case situations.

Child Guidance Techniques
(17)

Good Ways to Guide Your Child's Behavior. (11)

Hymes, Behavior and Misbehavior.

Baker, Understanding and Guiding Young Children,
p. 142.

Hawkes and Pease, Behavior and Development from 5 to 12, p. 276-288.

Discipline, ACEI. (2)

Causes of Children's Behavior
Physical
Emotional
Home Environment
Social
Intellectual Ability

Observe and record children's behavior in a variety of play activities.

Analyze the behavior in terms of:

Physical Factors--

Do you think the child felt well?

Did the child appear to be tired?

Did the child appear to be hungry?

Discuss other factors which may affect children's behavior.

Teaching Techniques:
Showing affection, warmth, approval
Using positive statements
Providing choice if choice is intended
Using voice: volume
Setting realistic limits
Changing environment

Observe in preschool setting for practices and techniques used by teacher in guiding children's behavior.

From observation, develop criteria for giving directions to and communicating with children that will help achieve independence and innercontrol of own behavior.

Teacher and/or class prepared guidance situations.

Role Play guidance situations.
Class members analyze situations using the criteria developed.

Students in situations explain why the particular guidance technique (teacher) was used and how (child) in situation may have felt.

Special guidance problems

Read references and discuss each of the following situations:

Some Special Problems of Children--Aged Two to Five Years. (4)

- When a child hurts another child.
- When a child is destructive.
- When a child uses unacceptable language.
- When a child won't share.
- When a child sucks his thumb.
- When a child wets his clothes.
- When a child has fears.
- When a child has temper tantrums.

Role play introducing child to a group situation.

Baker, The Nursery School--A Human Relationships Laboratory, Chapter 5.

Formulate general statements on the goals of guidance.

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.
 Unit VI Food for Children Approximate Time for Unit _____

Objective of Unit The student will be better able to help children with food.

| BIG IDEAS (What He Must Know) | LEARNING EXPERIENCES | RESOURCES FOR LEARNING |
|----------------------------------|--|---|
| Menus and nutrition | <p>Write paper describing "My Food Likes and Dislikes."</p> <p>Discuss effect of food likes and dislikes on selection and presentation of food.</p> <p>Review the daily food requirements to determine foods needed for children.</p> <p>Prepare exhibit of essential foods for children of different ages.</p> <p>Construct "Flip Chart" setting forth "big ideas" of child nutrition.</p> <p>List most accepted foods for children.</p> <p>Plan week's menu for child of selected age.</p> | <p><u>Foods Your Children Need.</u> (21)</p> <p><u>The Road to Good Nutrition.</u> (21)</p> <p><u>Food for Families with Young Children, USDA.</u> (20)</p> <p>Shuey, Woods, and Young, Learning About Children.</p> <p>Baker, <u>Understanding and Guiding Young Children.</u></p> <p><u>Food for Young Children in Group Care.</u> (21)</p> <p><u>Nutrition Handbook for Family Food Counseling.</u> (14)</p> |

Food Preparation

Prepare a wide variety of simple finger foods.

Prepare simple foods as: sandwiches, soups, vegetables, beverages, desserts.

Food Service

Observe food preparation and service in a child development center.

Review methods used in food preparation and service by child development center.

Review film

Film: "Food As Children See It." (G)

Watch teacher demonstration: Serving sizes for young children.

Present "minute dramas" giving one important factor in food for children.

Meal clean-up

Observe a demonstration of recommended dishwashing for public service.

Practice dishwashing.

Feeding Little Folks. (14)

Spock, Baby and Child Care.

Food and Beverage Service Worker's Manual. (23)

| | | |
|-------------------|--|---------------------------------|
| Course for | Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst. | |
| Unit VII | Maintaining the Equipment and Facilities for Groups of Children | Approximate Time for Unit _____ |
| Objective of Unit | The student will be better able to care for facilities and equipment. | |

| BIG IDEAS (What He Must Know) | LEARNING EXPERIENCES | RESOURCES FOR LEARNING |
|---------------------------------------|---|--|
| Cleaning in a Child Care Center | Observe and list cleaning needs in Child Care Center. | Nursery school or kindergarten or play school |
| Sanitation Safety | <p>Investigate tools and materials to use and methods for cleaning.</p> <p>Discuss sanitation related to care of facilities and equipment.</p> <p>Demonstrate and practice cleaning methods.</p> <p>Illustrate ways to avoid accidents which might result to adults or children from use or care of cleaning materials.</p> <p>Study information on labels of cleaning and sanitizing agents to compare methods of use.</p> | <p>Washington State Safety Council Pamphlets.</p> <p>Various types of products.</p> <p>Washington State Safety Council Pamphlets.</p> <p>Cleaning and sanitizing agents.</p> |
| Storage in a Child Development Center | <p>Observe storage and list equipment and materials needing storage.</p> <p>Plan storage for the cleaning materials needed for a Child Development Center.</p> <p>Demonstrate how to store equipment in the spaces provided.</p> | Nursery school, day care, kindergarten. |
| Minor Repairs | <p>Survey types of minor repairs of equipment needed in Child Development Center.</p> <p>Make minor repairs on equipment used in Child Development Center.</p> | 27/28 |

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit VIII Meeting Emergencies

Objective of Unit The student will be better able to meet emergencies as they arise in a child development center.

| BIG IDEAS (What He Must Know) | LEARNING EXPERIENCES | RESOURCES FOR LEARNING |
|---|--|---|
| Recognizing illness and other emergencies | <p>Listen to talk by nurse or doctor on "Identifying Easily Recognized Signs of Children's Illness."</p> <p>Record symptoms of common communicable diseases, incubation period, convalescence, and complications. Differentiate between those having similar symptoms.</p> <p>Prepare "flip chart" on precautions to take in relation to common cold.</p> <p>Role-play practices which spread infections. Replay with practices which would prevent spread of infections.</p> <p>Compile list of common emergencies related to child care.</p> | <p><u>Your Child from 1 to 6.</u> (21) <u>Spock, Baby and Child Care.</u></p> <p><u>Smart and Smart, Living and Learning with Children.</u></p> <p><u>A Formula for Child Safety.</u> (12)</p> <p><u>Spock, Baby and Child Care.</u></p> <p><u>Your Child from 1 to 6.</u> (21)</p> <p>School, kindergarten, church nursery, baby sitting, etc.</p> |

Examine regulations of child development center that state the worker's responsibility in case of emergency.

Locate listing of emergency telephone numbers.

Watch fire department personnel demonstrate how to meet fire emergencies.

View film about fire hazards.

Work out ways to get out of your home as well as Child Development Center in case of fire in any part of the structure.

Make notes on worker's responsibility in case of emergency.

Parents and family doctor.
Home Health Emergencies. (8)

Film: "Way with Fires." (E)
Glenn, Safe Living, Chapter 3.

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit IX Orientation to the World of Work

Approximate Time for Unit _____

Objective of Unit The student will be better able to assume employment.

| BIG IDEAS (What He Must Know) | LEARNING EXPERIENCES | RESOURCES FOR LEARNING |
|----------------------------------|--|---|
| Qualities of a good employee | <p>Learn personal qualities desired by employers.</p> <p>Survey to see relation of personal qualities to job placement.</p> <p>Listen to case worker discuss importance of keeping certain information confidential.</p> <p>Discuss on-the-job grooming.</p> <p>Arrange demonstrations on good grooming practices.</p> <p>Role-play common courtesies important to good employee-employer relationships.</p> | <p>Employers in community</p> <p>Welfare case worker</p> <p>Teacher of pre-school group.</p> <p><u>Through the Looking Glass.</u> (18)</p> <p><u>Smart and Smart, Living and Learning with Children,</u> p. 262-270.</p> <p><u>How to be Well-Dressed.</u> (10)</p> <p>Practice acting as employers and employees, giving and receiving instructions efficiently.</p> <p>Discuss the importance of manners and attitudes as factors contributing to a satisfactory representation of self.</p> <p>Select suitable attire for a job interview. (Model, bring to show, sketch, or to store and show attire.)</p> <p><u>My Reflections.</u> (14)</p> <p><u>How to Get and Hold the Right Job.</u> (22)</p> <p>Charm school representative</p> <p>Employer of women from community.</p> |

Employment opportunities

Review unit in introduction "Programs for Young Children."
Fill out different types of job application forms.
Evaluate completed forms.

Job application

Application form from Employment Security

Reference

How to Prepare Yourself for Job Interviews. (25)

Analyze what should be included in a fact sheet about your qualifications.

Role play asking a person to use his name as a reference.

Contact persons in the community about personal reference to be used for job applications.

Miller, James N., "Seven Steps Toward Getting a Job," Reader's Digest, February, 1963.

Interviews

Role play interview situations. Using information from these role playing situations, formulate guides for use when applying for a job.

Here's How to Land that Job. (16)
Coordinator of distributive education in local school or Distributive Education Section of State Division of Vocational Education

Study sample applications for work permit and the work permit.

RELATIONSHIPS**Employee-Employer**

Employer and employee

Listen to panel discuss: Relationships of employer and employee.

Compile statements showing responsibility of employee to employer and of employer to employee.

BIG IDEAS
(What He Must Know)

LEARNING EXPERIENCES

RESOURCES FOR LEARNING

Employee-Employee

Discuss: Personal characteristics of staff members which may create conflict.

Make a list of qualities desirable in an employee.

Helpful Hints to the Job Seeking Teenager. (16)

How to Get and Hold the Right Job. (22)

Employee-Parent

Formulate principles to aid assistant in parent contacts.

Sharing a New Level in Teacher-Parent Relationships, NAEYC. (13)

Role play situations: Child care assistant meets parent bringing her child to day care center. (Greeting and describing child's activity)

Laws affecting the job

Fill in blanks on study sheet about rules and regulations affecting them as employees. Individual project, or group participation using overhead projector.

Requirements for Licensing Day Care Centers. (24)

Some Facts for Young Workers about Work and Labor Laws. (22)

THE PHYSICAL ENVIRONMENT OF THE PRESCHOOL AFFECTS THE WAY IN WHICH THE CURRICULUM MAY BE IMPLEMENTED.

- A. The indoor space of the preschool should be well-lighted and well-ventilated. It should be arranged to accomodate all the children in the group with sufficient space for different types of play activities to go on at the same time without confusion and interference. The size of the rooms and the placement of furniture shall be arranged to avoid excessive noise, confusion and stimulation of the children.
- B. The outdoor play area shall be adjacent to the indoor play space; well fenced with gates that children cannot open; free from litter and blind areas. The surface of the play yard should offer a variety of surfacing: hard top for wheeled vehicles; turf, or other resilient material under swings and climbing apparatus; and dirt for digging and planting.
- C. Storage space should be provided for the play materials and equipment to be used by the children.
- D. Equipment and furniture should be scaled to the child's size and height and should include a variety of materials: playhouse furniture, dolls, blocks, wheel toys, climbing equipment, transportation toys, art and craft materials, musical instruments, table toys, books, pictures and nature materials. This material should be maintained in a safe, clean condition.

A Nursery School Handbook for Teachers and Parents, p. 10. (19) Space, Arrangement, Beauty in School, ACEI. (2)

Preschool Guide. (5) Requirements for Licensing Day Care Centers. (24)

Nursery School Settings--Invitation to What?, NAEYC. (13)

A P P E N D I X

1. Books
2. Pamphlets and Bulletins
3. Films and Filmstrips

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Baker, Katherine and Xenia F. Fane, Understanding and Guiding Young Children, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1967.

Brisbane, Holly E., The Developing Child, Charles A. Bennett Co., Inc., Peoria, Illinois, 1965.

Cross, Aleene A., Enjoying Family Living, J. B. Lippincott Co., Philadelphia, 1967.

Gardner, D. Bruce, Development in Early Childhood, The Preschool Years, Harper and Row, New York, 1964.

Gesell, Arnold, and Ilg, Frances L., Child Development, An Introduction to the Study of Human Growth, Harper and Row, New York, 1949.

Glenn, Harold T., Safe Living, Charles A. Bennett Co., Inc., Peoria, Illinois, 1960.

Hartley, Ruth E., and others, Understanding Children's Play, Columbia University Press, New York, 1952.

Hawkes, Glenn R., and Damaris Pease, Behavior and Development from 5 to 12, Harper and Row, New York, 1962.

Hurlock, Elizabeth, Child Growth and Development, McGraw-Hill, New York, 1956.

Hymes, James L., Behavior and Misbehavior, Prentice-Hall, Englewood Cliffs, New Jersey, 1955.

Johnson, June, 838 Ways to Amuse a Child, Harper and Row, New York, 1960.

Johnson, June, Home Play for the Preschool Child, Harper and Row, New York, 1957.

Shuey, Rebekah M., Elizabeth Woods, and Esther Young, Learning About Children, J. B. Lippincott Co., Philadelphia, 1958.

Smart, Mollie, and Russell Smart, Living and Learning with Children, Houghton Mifflin Co., Boston, 1961.

Spock, Benjamin, Baby and Child Care, Pocket-Books, New York, 1957.

Spock, Benjamin and Miriam Lowenberg, Feeding Your Baby and Child, Pocket-Books, New York, 1967.

PAMPHLETS AND BULLETINS

1. Arizona Association of Future Homemakers of America
400 State Building
Phoenix, Arizona

Wood, Mildred, Observation of Children in a Home Economics Program.
2. Association for Childhood Education International
3615 Wisconsin Avenue N. W.
Washington, D. C. 20016

Carr, Constance, editor, Art...For Children's Growing, Bulletin #64.
3. Bank Street College of Education
69 Bank Street
New York, New York 10014

Biber, Barbara, Children's Drawings.
4. Child Study Association of America, Inc.
9 East 89th Street
New York, New York 10028

Hochman, Vivienne, Trips in Early Childhood Education.
5. Colorado Association of Future Homemakers of America (Available from FHA Bursar, Mrs. Leah Little, P. O. Box 413, Johnstown, Colorado)

Ridenour, Nina, and Isabel Johnson, Some Special Problems of Children--Aged Two to Five Years.
6. Rasmussen, Margaret, editor, Creative Dramatics, 1961-62 Membership Service Bulletin #2-A.

Rasmussen, Margaret, editor, Discipline, Bulletin #99.
7. Rasmussen, Margaret, editor, Nursery School Portfolio.

Rasmussen, Margaret, editor, Play--Children's Business, 1962-63 Membership Service Bulletin #7-A.
8. Rasmussen, Margaret, editor, Space, Arrangement, Beauty in School, 1958-59 Membership Service Bulletin #102.

Rasmussen, Margaret, editor, Young Children and Science, 1964-65 Membership Service Bulletin #12-A.

6. Teacher's College Press
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525 West 120th Street
New York, New York 10027
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7. Doubleday and Company, Inc..
Garden City, New York
Hollander, H. Cornelia, Portable Workshop for Pre-School Teachers.
8. Equitable Life Assurance of United States
Medical Department
New York, New York
Home Health Emergencies.
9. Equitable Life Insurance Company
3900 Wisconsin Avenue
Washington, D. C.
Starting to School, Health Bulletin #9.
10. International Ladies Garment Workers Union
1710 Broadway
New York, New York 10019
How to be Well-Dressed.
11. Iowa State University Cooperative Extension Service
Ames, Iowa
Lysen, Nancy, Good Ways to Guide Your Child's Behavior, HE #59.
12. Metropolitan Life Insurance Company
1 Madison Avenue
New York, New York
A Formula for Child Safety.
13. National Association for the Education of Young Children
104 East 25th Street
New York, New York
Baker, Katherine, Let's Play Outdoors, Publication #101.
Beyer, Evelyn, Nursery School Settings--Invitation to What?
Beyer, Evelyn, Sharing a New Level in Teacher-Parent Relationships.
Chittenden, Gertrude E., Margaret N. Murphy and Betsey Williams, Essentials of Nursery Education.
Haupt, Dorothy, Science Experiences for Nursery School Children.
Jones, Betty, What is Music for Young Children?
Water, Sand and Mud as Play Materials.

14. National Dairy Council
111 North Canal Street
Chicago, Illinois 60606
15. National Health Association
(incomplete address)
Eating Problems of Children.
Helpful Hints to the Job-Seeking Teenager.
Here's How to Land that Job, OSES 52-2-64.
16. Oregon State Employment Service
Salem, Oregon
Washington State University Extension Service
Pullman, Washington
17. Pacific Northwest Cooperative Extension
Publication
Frassier, Roberta C., Child Guidance Techniques,
P.N.W. Bulletin #64.
18. Procter and Gamble
301 East 6th Street
Cincinnati, Ohio
Through the Looking Glass.
19. Sierra Madre Community School Association
Sierra Madre, California
Green, Marjorie M., and Elizabeth L. Woods,
A Nursery School Handbook for Teachers
and Parents, Publication #61.
20. United States Department of Agriculture
Washington 25, D. C.
Food for Families with Young Children,
Bulletin AIS #59.
21. United States Department of Health, Education,
and Welfare
Children's Bureau
Washington, D. C.
Food for Young Children in Group Care,
Publication #285.
22. United States Department of Labor
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402
The Road to Good Nutrition, Publication #270.
Your Child from 1 to 6, #30.
Foods Your Children Need, Children's Bureau
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23. How to Get and Hold the Right Job.
Some Facts for Young Workers About Work and
Labor Laws, Bulletin #208.

23. Washington State Department of Health
Public Health Building
Olympia, Washington 98501
Food and Beverage Service Worker's Manual.
24. Washington State Department of Public Assistance
Olympia, Washington 98501
Requirements for Licensing Day Care Centers.
25. Washington State Employment Security Department
Olympia, Washington 98501
How to Prepare Yourself for Job Interviews.
26. World Organisation for Early Childhood Education
(Mr. Jens Sigsgaard, Ronnebaevej 73,
Holte, Denmark)
Space for Play, The Youngest Children.

FILMS AND FILMSTRIPS

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Thousand Oaks, California
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and Four-Year-Old Children," 26 minutes.

B. Contemporary Films, Inc.
267 West 25th Street
New York, New York 10001
"It's a Small World," 36 minutes, 1951.

C. McGraw-Hill Book Company
Text-Film Department
330 West 42nd Street
New York, New York 10036
"Children's Emotions," 22 minutes, 1950.
"Principles of Development," 17 minutes, 1950.

D. New York University Film Library
26 Washington Place
New York, New York 10003
"A Long Time to Grow."
Part 1 - "Two- and Three-Year-Olds in
Nursery School," 37 minutes, 1951.
Part 2 - "Four- and Five-Year-Olds in
School," 37 minutes, 1954.
Part 3 - "Six-, Seven-, and Eight-Year-Olds--
Society of Children," 27 minutes, 1957.

D. New York University Film Library (Cont.)
"Meeting Emotional Needs of Children," 32 minutes,
1947.
"Understanding Children's Play," 11 minutes, 1948.

E. Pacific Northwest Bell Telephone Company
Film Library
Public Relations Department
1300 N. E. Union Avenue
Portland, Oregon 97232
"Way With Fires," 30 minutes.

F. Sterling Educational Films, Inc.
241 East 34th Street
New York, New York 10016
"Why Won't Tommy Eat?," 17 minutes, 1948.

G. Washington State Department of Health
Film Library
Public Health Building
Olympia, Washington 98501
"Food as Children See It," 18 minutes, 1952.